DOCUMENT RESUME

ED 339 656 SO 021 590

AUTHOR Huffman, Lewis E.
TITLE Social Studies Curriculum Standards K-12. Revised.
INSTITUTION Delaware State Dept. of Public Instruction, Dover.
PUB DATE Nov 90
NOTE 65p.
AVAILABLE FROM Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (in microfiche).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Educational Objectives; Educational Policy; Elementary Secondary Education; *Social Studies; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS *Delaware

ABSTRACT

This guide contains social studies curriculum standards for grades K-12 that are meant to be used by school district administrators and teachers in Delaware to develop their local social studies program. The guide is not meant to offer day-to-day lesson plans; rather it is intended to be used by administrators and teachers as a guide to the selection of strategies and materials to achieve the included goals and objectives. Standards are included for grades K-3; grades 4-6; grades 7-8; grades 7-12 consumer education; and for grades 9-12 U.S. history, civics, and government, economics, psychology, sociology, and world history. For each grade grouping or curriculum subject, lists of what the program should provide in instruction and what students will be expected to learn or do, are given. (DB)

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SOCIAL STUDIES

CURRICULUM STANDARDS

K - 12

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This publication is available in microfiche from the Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, Delaware 19903, and printed in the U.S.A.

This publication was developed by the Department of Public Instruction, Instructional Services Branch, and was funded in part through a grant from the United States Department of Education.

Document No. 95-01/90/11/09

SOCIAL STUDIES

CURRICULUM STANDARDS

K - 12

Lewis E. Huffman, State Supervisor
Social Studies

The Delaware Department of Public Instruction
Instructional Services Branch

Revised November, 1990

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ACKNOWLEDGEMENTS

Special thanks and appreciation is expressed to the following individuals who assisted with the research, writing, and editing of the document:

Margaret Legates	Milford School District
Marshall Arnell	Capital School District
Ivan Neal	Indian River School District
William Link	Milford School District
Michael Epler	Christina School District
Kris Knarr	Caesar Rodney School District
Ester Roberts	Woodbridge School District

In addition, several members of the State Social Studies Advisory Council and representatives from related organizations reviewed drafts of the document and made recommendations which were included in the final copy.

A debt of gratitude is owed to several states including Arizona, Wisconsin, Oklahoma, Michigan, and California for sharing their curriculum materials which contributed to the development of the standards.

The committee is most grateful to the National Council for the Social Studies for providing additional curriculum suggestions and the Chart of Essential Skills for Social Studies, located at the end of the document.

Geography standards and student expectations which appear throughout the document were provided by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in the publication, "Guidelines for Geographic Education."

FOREWORD

Social Studies education is a basic component of the K-12 curriculum that (1) derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world; (2) draws its content primarily from history, the social sciences, and in some respects, from the humanities and science; (3) is taught in ways that reflect an awareness of the personal, social, and cultural experiences and developmental levels of learners; and (4) facilitates the transfer of what is learned in school to the out-of-school lives of students.

The foregoing definition focuses the purposes of social studies on individual and group participation in social-political affairs and stresses the importance of application of school learning to every day life. The definition shows a need to deal with the social studies content from a global perspective. The study of history, the social sciences, and the humanities is not an end in itself. The definition also calls for teaching procedures that link the social studies to the backgrounds and developmental levels of learners.

INTRODUCTION

The professional consensus is that today's social studies programs should include the following three goals (1) acquisition of knowledge; (2) skills development; and (3) understanding of democratic principles, values, and practices. It is essential that these three goals be viewed as equally important. The relationship among knowledge, skills, and values is one of mutual support.

1. Knowledge

Knowledge is derived from encounters students have with the subject matter of the social studies. Knowledge makes it possible for students to understand human affairs and the human condition. Knowledge provides a basis for values and beliefs and is the vehicle for the development of skills. To increase their storehouse of knowledge, students need good sources of information, along with the skills required for using them.

Information gained in the classroom should be helpful in understanding events and conditions in the world outside of school. Information must also be linked with experiences encountered by students in their daily lives. This can be accomplished through social and civic observation, analysis, participation, and community service. The following are essential sources of subject matter from which knowledge goals for social studies should be selected: History, Geography, Government, Law, Economics, Behavioral Sciences, and Humanities.

2. Skills

Skills development is the second category of social studies goals. A skill is defined as the ability to do something proficiently in repeated performances. Skills are processes that enable a student to link knowledge with beliefs that lead to action. Skills are developed through sequential systematic instruction and practice through the K-12 years. Skills can be grouped in a problem-solving/decision-making sequence in the following major categories: (a) skills relating to acquiring information (reading skills, study skills, reference and information-search skills, technical skills unique to the use of electronic devices); (b) skills relating to organizing and using information (thinking skills, decision-making skills, metacognitive skills); and (c) skills related to interpersonal relationships and social participation (personal skills, group interaction skills, social and political participation skills).

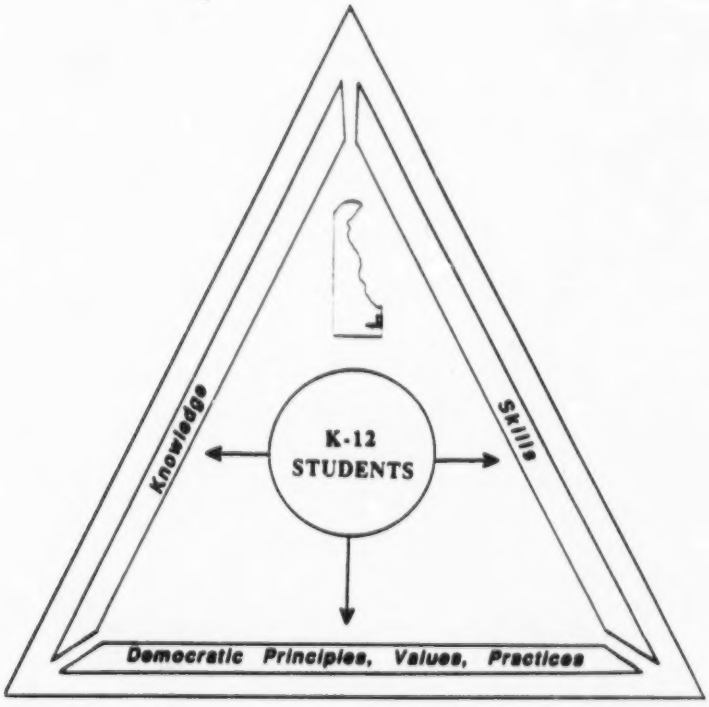
3. Democratic values and beliefs

Democratic values and beliefs constitute the third category of social studies goals. Values are the standards or criteria against which individual behavior and group behavior are judged. Beliefs represent commitments to these values. Social studies programs should not indoctrinate students to accept values blindly, but rather have students learn about their historical

roots and show their contemporary application. Ideas should be analyzed in context as they relate to topics studied and to current affairs. Teachers should model these values in their classrooms and they should be reflected in a school's daily operations. Some of these values are as follows: justice, equality, responsibility, freedom, privacy, international human rights, human dignity, fairness, integrity, honesty, consideration for others, loyalty, authority, rule of law, and diversity.

The State of Delaware has announced several educational goals that affect all subject disciplines and curricula. Two of these goals - critical thinking skills and multicultural education have a great impact on the social studies curriculum. The social studies curriculum standards contained in this document reflect these two goals throughout the K-12 program.

Additionally, professional organizations and state social studies councils have called for an increased emphasis on history and geography in a comprehensive K-12 curriculum. These Delaware standards include a specific emphasis in these areas. The standards are also in compliance with a state mandate for a required number of hours of instruction in consumer economics in a 7-12 curriculum.



HOW TO USE THE CURRICULUM STANDARDS

These standards are meant to be used by school district administrators and teachers in developing their local social studies program. The standards are a resource guide for curriculum development. They are also a statement of the goals and objectives of the State social studies program. This guide is not meant to offer day-to-day lesson plans. Rather, it should be used by administrators and teachers as a guide to the selection of strategies and materials to achieve these goals and objectives. Local curriculum development efforts should be directed towards those ends while making adaptations which meet local needs.

Key sections to this booklet for Delaware's Social Studies Curriculum Standards are as follows:

I. The first area lists social studies curriculum standards for grades K-12 in the following categories: K-3, 4-6, 7-8 and 9-12. Each set of standards includes:

A. **PROGRAM OBJECTIVE** - listing on the left side of the page which describes the area of instruction.

B. **STUDENT EXPECTATIONS** - listing on the right side of the page of what the student will be expected to do in these instructional areas.

II. The second component of the standards contains an extensive essential skills listing for a K-12 program with suggested degrees of strength of instructional efforts at selected grade levels.

***Additional Standards have been added for those schools which have elective or required courses in Economics, Psychology, Sociology, and World History.**

CURRICULUM STANDARDS POLICY

The State Board of Education believes that the curriculum in the public schools of Delaware must be systematically reviewed and refined on a periodic basis to ensure that it remains relevant to the needs of students in a rapidly changing society as well as in their respective communities.

In order to guide statewide curriculum development it is the responsibility of the Department of Public Instruction to establish and maintain state Curriculum Standards for all subject areas in grades K-12. Those Standards shall consist of general objectives for the instructional program and student performance expectations. The state Curriculum Standards shall serve as a base for the development of district curriculum. The Department shall establish and publish its multi-year schedule for the revision of specific Standards.

It is the responsibility of each school district to develop curriculum guides for each subject area in grades K-12. By September 1994, each district shall revise its curriculum guides in accordance with the State Curriculum Standards. Thereafter, the district revisions shall be completed within two years of the adoption of the revised State Curriculum Standards by the State Board of Education. All curriculum guides shall be approved by local school district boards of education on an annual basis.

SOCIAL STUDIES CURRICULUM STANDARDS

Grades K - 3

The program will provide instruction in	The student will be expected to
1. The historical difference of past, present, and future	1.1 Order events sequentially
	1.2 Define terms such as: before, after, month, year, decade, past, present and future
	1.3 Interpret and record events on a timeline
	1.4 Relate personal and community events to events of another era
	1.5 Identify community buildings and artifacts that are from other eras
2. Changes in individuals and families over time	2.1 Compare the life style of a family living in the present with the life styles of families living in other eras
	2.2 Compare families of different cultures and ethnic backgrounds
	2.3 Compare family changes from past to present
	2.4 Explain the effects of technology on family life and on neighborhoods
	2.5 Describe the interaction between present-day family members and between members of different generations
	2.6 State differences found in cultural heritage
	2.7 Construct a family tree
	2.8 Describe personal responsibilities within the family unit

3. Values development/social participation	3.1 Demonstrate how social and/or personal values influence one's behavior
	3.2 Compare one's values with those held by others
	3.3 Recognize one's self-worth
4. Society's rules and laws	4.1 Define the terms 'rule' and 'law' as they relate to a society
	4.2 Identify and discuss the rules of home and school
	4.3 Cite examples of how rules and laws affect individuals
	4.4 Distinguish between privileges and responsibilities
5. Group participation	5.1 Follow rules, take turns, share and demonstrate his/her respect for the feelings of others
	5.2 Demonstrate interpersonal and communication skills by interacting positively with other classmates and the teacher
	5.3 Cooperate with others to complete a task
6. The effects of change on neighborhoods and communities	6.1 Identify community helpers
	6.2 Describe the changes which can affect a community's population and appearance
	6.3 Compare the transportation systems found in past and present communities
	6.4 Give examples of how a community changes over time
	6.5 Recognize how future transportation and communication may affect their community

7. Identification of a place using physical and cultural features	7.1 List the significant physical features found in their community
	7.2 Describe how places differ geographically and culturally from each other
	7.3 Identify the political boundaries of a community and state the region's characteristics, e.g., one name, one mayor, one bus system, where people pay their taxes to one governmental unit
8. Social and economic interdependence among communities	8.1 Identify ways in which individuals depend on others in the community, e.g., for food, water, protection, education, etc.
	8.2 Identify ways in which the community depends upon other communities to provide it with certain goods and services, e.g., electric power, fresh vegetables, etc.
9. American citizenship	9.1 Identify local, state and national symbols and patriotic songs
	9.2 Recite the Pledge of Allegiance
	9.3 Recognize basic freedoms and rights provided by the American form of government
10. Significant local, state, national and global events and trends	10.1 Recognize major local, state, national and global events
	10.2 Differentiate between fact and fiction
	10.3 Relate state and/or national events to events of another era or place
	10.4 Recognize state and national holidays
	10.5 Compare our state and national holidays with those of other cultures

11. The relationship between the cause and effect of a problem	11.1 State a problem related to a personal experience and speculate on the cause and effect
	11.2 Distinguish between personal and community problems
12. Decision-making in social settings	12.1 Develop alternative solutions to a given problem
	12.2 Determine the outcomes of a decision
13. The effects of the earth's movement	13.1 Explain the causes of day and night on the surface of the earth
	13.2 Identify changes in the weather and seasons and how they affect people at work, at home or at play
14. Changes in the characteristics of the earth's surface	14.1 Give examples of how people have changed the earth's surface
	14.2 Describe how people react to changes in the features of the earth
15. The effects of the interaction of the earth's features on different cultures	15.1 Identify ways in which people of various regions adapt to climate
	15.2 Compare the customs and life styles of people who live in different climates
	15.3 Describe how changes in the earth's features have influenced and will continue to influence different world cultures
16. Reactions of individuals and societies to the environment	16.1 Give examples of how people use the environment to meet their needs
	16.2 Describe the different types of environments in which people live
	16.3 Cite examples of different ways

	people use local resources
	16.4 Give examples of how peoples' use of resources has changed
	16.5 Describe ways in which people attempt to conserve resources
17. Classification of earth's features	17.1 Identify major land and water forms
	17.2 Describe important natural features of a local community
18. Map and globe construction and interpretation	18.1 Locate and label the cardinal directions on a map
	18.2 Use symbols to describe a landscape
	18.3 Locate and label information on a map
	18.4 Compare the different ways a physical feature can be shown on a picture, a model, and a map
	18.5 Estimate and compare distances between places using a map scale
	18.6 Plot points on a number/letter grid reference system
19. Development and uses of charts and graphs	19.1 Arrange data in tabular form
	19.2 Read and interpret information from a chart or graph
	19.3 Draw conclusions based on a chart or graph
20. Basic concept of place	20.1 Describe the climate, location, land features and products of a given place

21. Problem-solving and critical thinking	21.1 Locate information using a variety of sources
	21.2 Use various media sources to gather information about <u>current events</u>
	21.3 Develop conclusions based upon collected information
	21.4 Defend a position orally or in written form
22. Social studies research skills	22.1 Locate and use reference materials
	22.2 Differentiate between a main idea and supportive statements
	22.3 Select the central theme from a picture or pictorial materials
23. The basic economic problem of scarcity of productive resources	23.1 Distinguish between goods and services
	23.2 Define scarcity by using examples from family, school, and the community
	23.3 Recognize that scarcity requires people to make choices and making choices means giving up other opportunities
	23.4 Identify the productive resources of land, labor and capital
24. Exchange, money and interdependence	24.1 Describe the advantages and disadvantages of bartering versus a money system
	24.2 Explain that portability, divisibility, and durability are the three main characteristics of money
	24.3 Explain that money is anything that most people will accept as payment for goods and services

	24.4 Compare spending now versus saving for the future
25. Economic systems	25.1 Identify the consumer as a buyer and the producer as a seller
	25.2 Differentiate between work that produces goods and work which produces services
	25.3 Identify methods of earning money such as wages and salaries
	25.4 Recognize that workers may use their wages in a variety of ways such as saving, spending and paying taxes
26. Economic growth	26.1 Identify specialists and explain how specialization and division of labor leads to interdependence
	26.2 Identify the characteristics of an informative advertisement
27. Markets and prices	27.1 Explain that a price is the amount of money people pay when they buy a good or service
	27.2 Explain that a market exists whenever buyers and sellers exchange goods and services
28. Role of government	28.1 Identify goods and services such as schools, parks, and police protection that are provided by the government

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 4 - 6

The program will provide instruction in	The student will be expected to
1. Identifying a place through the use of physical and cultural features	1.1 Name the major landmarks in the community
	1.2 Identify several cultural characteristics of communities
	1.3 Recognize the relationship between selected physical features and particular cultures
2. The effects of the earth's features on a culture	2.1 Compare cultures by the way they use land and water for agricultural purposes
	2.2 Indicate various ways people have used mineral resources over a period of time
	2.3 Cite how technological developments influence people-earth relationships
	2.4 Recognize that all cultures vary the use of resources
3. The universality of all people and cultures	3.1 Describe how beliefs and values are transmitted and changed among different cultures
	3.2 Identify local community customs found in other cultures
	3.3 Describe how one community may impact on another
4. Classification of the earth's features	4.1 Construct a map that depicts land-use patterns
	4.2 Compare the agricultural areas found on different continents
	4.3 Indicate the similarities and

	differences found in climates along the coastal areas around the world
	4.4 Compare resource maps with the location of industrialized areas
5. The effects of the movement of the earth	5.1 Describe the relationship among ocean currents, climate and vegetation patterns
	5.2 Diagram the earth-moon-sun position during an eclipse
6. Basic concepts such as: region, climate, relative location and topography	6.1 Compare the climate patterns of inland areas at different latitudes
	6.2 Relate how different places are geographically and economically interconnected
	6.3 Define the characteristics of primary landforms, e.g., mountains, hills, plateaus and plains
7. Basic concepts of global interdependence	7.1 Give examples of how the significance of a location may vary over time
	7.2 Give examples of the location of places in terms of supportive areas
8. Distribution and significance of physical features	8.1 Construct a map that shows how an area's population distribution has changed over time
	8.2 Give reasons to help explain the geographic distribution of America's largest cities
9. The identity of a place through the use of physical features	9.1 Describe the distinguishing physical characteristics of major cities, e.g., location near water
	9.2 List the physical features found in state and national parks

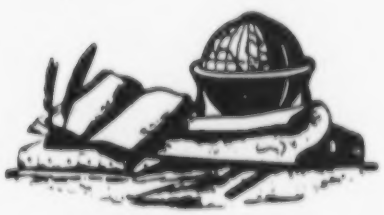
		9.3 Identify major bodies of water and water systems
10.	The changes in the earth's features and characteristics	10.1 Compare the changes in geographic areas brought about by weather, erosion, and the changing of the seasons
		10.2 Cite examples of geographic changes brought about by people and the elements of nature
11.	Basic economic problems of scarcity of productive resources	11.1 Compare and contrast alternative ways people meet basic needs for food, clothing and shelter within America, another region of the world or another country.
		11.2 Identify productive resources of the U. S., another region of the world or another country, and explain their importance and uses
		11.3 Recognize that scarcity results from the imbalance between unlimited wants and limited resources
12.	Productivity	12.1 Explain that specialization usually increases the amount of goods and services produced and lowers cost
		12.2 Recognize that labor productivity may be increased when workers have additional capital goods, such as tools and machines, to work with
13.	Economic systems	13.1 Compare and contrast three economic systems: traditional, command, and market
		13.2 Recognize that modern economies are "mixed," having some features characteristic of each kind of economic system

	13.3 Identify the U. S. economic system as primarily a market economy in which most prices are set by buyers and sellers making exchanges in private markets
14. Economic institutions and incentives	14.1 Identify the flow of money and resources between households and businesses
	14.2 Identify several types of business organizations, including the partnership, proprietorship, and the corporation
15. Exchange, money, and interdependence	15.1 Identify the functions of money: a medium of exchange, a store of value, and a unit of account
	15.2 Recognize that banks and other financial institutions provide basic services to consumers, savers, borrowers, and businesses
16. Supply and demand	16.1 Define demand as the amount of a good or service people are willing and able to buy at all possible prices in a given time
	16.2 Define supply as the amount of a good or service that producers are willing and able to sell at all possible prices in a given time
	16.3 Explain the law of demand: people want to buy less of a good or service at higher prices than at lower prices
	16.4 Explain the law of supply: businesses want to sell more of a good or service at higher prices than at lower prices
	16.5 Relate changes in supply and demand for a product to changes in its market clearing price

17.	Competition and market structure	17.1	Identify situations of competition and monopoly
		17.2	Give examples of price and non-price competition, such as style and quality differences, advertising, customer services and credit policies
18.	Role of government	18.1	Recognize that governments collect money to pay for goods and services by taxing or borrowing
19.	The use of time and location to categorize history	19.1	Arrange events in chronological order
		19.2	Construct a timeline to show continuity between past, present and future
20.	Interrelationships of historical events	20.1	Relate events in the United States with comparable world events during similar time periods
		20.2	Describe past historical patterns that have affected historical events
		20.3	Project the effect of bias on retelling events
21.	Significance of past and present societies	21.1	Compare the impact of past societies on present day life
		21.2	Describe how societal changes affected the history of the United States
		21.3	Cite examples of interrelationships between past, present and future
22.	Rights, responsibilities and redress in relation to law	22.1	Recognize the need for laws and the judicial system

		22.2 Demonstrate how laws and the judicial system affect an individual
		22.3 Identify the reasons for law as identified in the Preamble of the United States Constitution
		22.4 Describe the procedures used by the United States judicial system
23.	Historical documents	23.1 Identify important documents of the United States, e.g., Constitution, Bill of Rights, Declaration of Independence
24.	The democratic process	24.1 Identify the characteristics of a democracy
		24.2 Name several rights, responsibilities and duties of a citizen in a democracy
		24.3 Apply the democratic process when working with groups
		24.4 Practice lawful behavior
25.	Basic political concepts	25.1 Define concepts such as: justice, freedom and authority
		25.2 Apply political concepts to social situations
		25.3 Describe conflict and change
		25.4 Compare the political structures of other countries with the United States
26.	Group participation	26.1 Compare one's own definition of a problem with the views of others
		26.2 Explain consensus in making group decisions
		26.3 Point out the advantages and

		disadvantages of group decision-making techniques such as voting
		26.4 Compare the roles of minority and majority groups in decision-making
		26.5 Demonstrate responsible citizenship in a democracy
27.	Decision-making in social settings	27.1 Select relevant information from assembled data
		27.2 Differentiate between direct and indirect results of a decision
28.	Values development/social participation	28.1 Differentiate between short and long range results of a decision
		28.2 Compare personal and social values for similarities and conflicts
		28.3 Differentiate between leader and follower roles in group settings
		28.4 Describe how others can influence one's value position
		28.5 Give examples of the commonalties and differences in values found among ethnic and cultural groups
29.	The construction and use of maps and globes	29.1 Demonstrate how symbols show 'what,' 'how many' and 'where'
		29.2 Calculate the time at various global locations using longitude
		29.3 Use latitude and longitude coordinates to locate places
		29.4 Plot information on a map from narrative and tabular data
		29.5 Prepare oral/written reports that describe and summarize map information



30. The construction and use of charts and graphs	30.1 Organize data for a specific purpose
	30.2 Select appropriate graph forms to present information
31. Problem solving and critical thinking	31.1 Draw inferences from maps, graphs and charts
	31.2 Formulate hypotheses from collected information
	31.3 Develop procedures for testing hypotheses
32. Research skills	32.1 List advantages and disadvantages of various types of reference sources
	32.2 Use information to make predictions
	32.3 Differentiate between primary and secondary sources
	32.4 Construct an outline from narrative sources
	32.5 Prepare an oral/written report based upon multiple sources
	32.6 Compile notes from an audio or video presentation

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 7 - 8

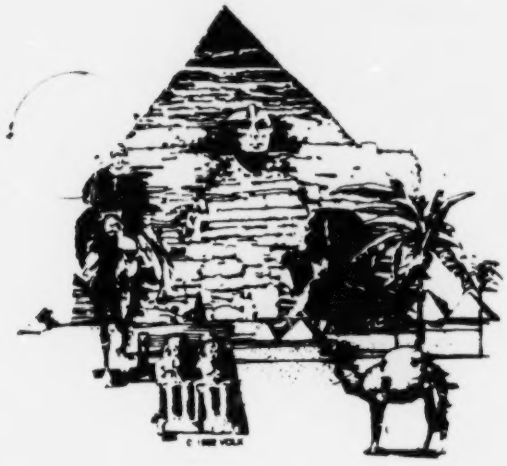
The program will provide instruction in	The student will be expected to
1. Basic concepts such as: region, globalism, interdependence, place, climate, relative location, landscape, density and urbanization	1.1 Indicate how climate and vegetation set limits on people's activities
	1.2 Explain how politics, culture and economics separate and connect places
2. The effects of the movement of the earth	2.1 Draw a map of the earth to show the relationship between the routes of early explorers and wind and ocean currents
	2.2 Cite examples of how knowledge of earth's movement was utilized in migration and settlement
	2.3 Compare the seasonal calendars of the northern and southern hemispheres
	2.4 Describe how various cultures have reacted to sun-earth-moon movements
	2.5 Explain the location of deserts in relation to air and ocean currents
3. Classification of the earth's features	3.1 Locate the major water systems of the earth
	3.2 Explain the relationship between climate and vegetation patterns
	3.3 Define landscape forms such as: mountains, plateaus, buttes, valleys, fall lines, deltas and plains

4. Distribution and significance of physical and cultural features	4.1 Identify features of the physical and cultural landscape
	4.2 Describe the effects of local physical features on settlement patterns
	4.3 Explain how the significance of a physical feature may change over time or from one culture to another
5. Physical and cultural features identify place	5.1 Explain how regions are categorized to reflect physical and cultural patterns
	5.2 Recognize the processes that have contributed to the characteristics of a particular region
	5.3 Identify the processes that modify landscape patterns and regions
6. Interaction of earth's features and culture	6.1 Explain how topography may affect a community
	6.2 Recognize that people use and modify resources
	6.3 Describe the influences of environmental factors on individuals and societies
	6.4 Cite examples of the effects of cultural values and beliefs on the use of the physical environment
7. Cultural development and interaction	7.1 Identify the factors that may unify or divide people within a group
	7.2 Recognize that all humans have basic physical and psychological needs
	7.3 Recognize that people from all religions, races, and cultures

	have contributed to the development of mankind
	7.4 Describe how people use and modify their environment to meet their needs
	7.5 Explain the economic, social, political and cultural interdependence of all nations
	7.6 Give examples of the transmission and borrowing of ideas between cultures
	7.7 List inventions from various cultures
8. The construction and use of maps and globes	8.1 Cite advantages and disadvantages of map projections
	8.2 Construct maps to show economic and historical trends
9. The construction and use of charts and graphs	9.1 Construct graphs to depict alternate interpretations of data
	9.2 Determine patterns of economic or political activity from graphical presentations in periodicals
10. Historical concepts	10.1 Define and cite examples of concepts such as: loyalty, conflict, values and government
	10.2 Cite examples where conflict has resulted from differences in values and beliefs
	10.3 Explain the interrelatedness of values, beliefs and loyalty
11. Historical data and records	11.1 Organize, analyze, interpret and synthesize historical information from historical documents

	11.2 Draw conclusions and make predictions based on historical data
	11.3 Give examples from pictorial and printed materials that reflect bias
12. The social history of the nation	12.1 Identify contributions of various ethnic and cultural groups in the development of the United States
	12.2 Analyze the social development of ethnic and cultural groups
13. The economic development of the United States	13.1 Describe the influence of productive resources on the development of a nation
	13.2 Identify the elements of the free enterprise system
	13.3 Describe the three major types of economic systems
	13.4 Compare the development of the different transportation systems
	13.5 Describe the growth of the United States as an industrial and technological nation
	13.6 Explain the purpose of taxes and give examples of taxes collected at various levels of government and how they are spent
	13.7 Give examples of local and national government regulations and their effect on the economy
14. The individual contributions in the development of the United States	14.1 Describe how individuals have changed or influenced the nation's history
	14.2 Recognize the interrelationships of individuals within society

15.	The basis and organization of the United States Constitution and government	15.1 Describe the purpose and structure of the Constitution
		15.2 Identify the Constitutional guarantees of individual liberty
		15.3 Locate, read and interpret specific sections of the Constitution
16.	The significant contributions of Delaware to the progress of the nation	16.1 Compare the organization of state government with the federal government
		16.2 Identify the contributions of Delawareans from colonial times to the present
		16.3 Identify the role of Delaware in the nation's industrial and technological development
		16.4 Explain Delaware's interdependence within a changing nation
17.	The role of the United States in global affairs	17.1 Describe the causes and effects of American historical events and their impact on world history
		17.2 Identify the impact of world events on United States history
		17.3 Recognize that historical relationships between nations change
		17.4 Cite examples of how nations are economically, socially and politically interdependent
18.	The movements of people	18.1 Define immigration and emigration
		18.2 Cite examples of the impact of immigration and emigration on various cultures

	18.3 Compare the movements of people from one geographical location to another in different eras
	18.4 Explain the need for group identity and cohesiveness
	18.5 Describe the adaptability of immigrants to the customs, values and beliefs of a new culture
19. Governments in different nations	19.1 Recognize the purpose of rules in relation to values and beliefs
	19.2 Compare past and present forms of government in various nations
	19.3 Recognize the interrelationships of the individual with his/her loyalty to a government
20. Values development/social participation	20.1 Recognize that all people have developed values, customs and artifacts
	20.2 Explain how societies develop and change economic and political systems
	20.3 Construct a chart that shows the relationship between the life styles of members of a present-day society
	20.4 Examine the values position of others in reference to one's own values
	20.5 Demonstrate the similarities and differences found between various economic and cultural groups
21. Problem-solving and critical thinking	21.1 Draw inferences from maps, charts or graphs
	21.2 Formulate hypotheses from assembled data
	21.3 Develop procedures for testing hypotheses

21.4 Compare reference sources for bias and different points of view

21.5 Construct an outline from multiple sources

21.6 Construct an oral/written report that defends a position on a social issue

SOCIAL STUDIES CURRICULUM STANDARDS

GRADES 7 - 12

CONSUMER EDUCATION

The program will provide instruction in:	The student will be expected to:
1. The role of the consumer in the economy	1.1 Recognize that the consumer has unlimited wants and limited resources
	1.2 Distinguish between needs and wants
	1.3 Define and give examples of goods and services
	1.4 Explain the five rights of the consumer: - Right to information - Right to choose - Right to safety - Right to complain - Right to redress
	1.5 Identify three responsibilities of the consumer
2. The consumer and the market system	2.1 Identify the basic economic problem of scarcity for all societies and individuals
	2.2 Describe the three major types of economic systems: - traditional - market - command
	2.3 Identify and explain the three basic questions all economic systems must answer: - what to produce? - how to produce? - for whom to produce?

2.4 List the characteristics of the free enterprise system:

- Competition
- Profit motive
- Private property
- Freedom of choice
- Limited government role

2.5 Explain how supply and demand determine prices in a market system

3. Product information

3.1 Explain the factors which influence a consumer's decision to make a purchase

3.2 Define comparison shopping and explain how it is done

3.3 Cite situations when comparison shopping benefits the consumer

3.4 Identify characteristics by which a product may be judged before deciding to make a purchase

3.5 Identify five sources of product information

3.6 Explain what information is available on consumer product labels

3.7 Identify the functions of advertising such as providing money to produce more items

3.8 Differentiate between motivational and informational advertising

3.9 Identify factors in advertisements which affect their usefulness

3.10 Analyze the effects of advertising on consumer prices

3.11 List the advantages and disadvantages of brand name and generic products

3.12 Explain procedures for purchasing the necessities of food, clothing, shelter, and transportation

4. Uses of income

4.1 Define budget

4.2 Demonstrate that budgeting requires prioritizing personal needs and wants and setting goals to obtain them

4.3 Analyze factors that determine short range and long range planning

4.4 Develop a budget that includes fixed and flexible expenses

4.5 Identify and explain the three functions of money:

- medium of exchange
- store of value
- unit of account

4.6 Describe the advantages and disadvantages of cash, checks, credit cards, and electronic funds transfer (EFT)

4.7 Explain the process of maintaining a checking account

4.8 Define credit

4.9 Explain how a credit rating is determined

4.10 Describe the procedures to follow when applying for credit

4.11 Identify places where one can obtain credit

4.12 Distinguish between regular charge, revolving, and installment plans as they relate to time interest

4.13 List the costs and benefits of using credit

4.14 Describe the role of saving and investing in reaching personal goals

4.15 Describe how personal savings and investments affect the economy

4.16 List and evaluate sources for loans

4.17 List the alternatives for savings and investments:

A. Place-bank, savings & loan, credit union, brokerage, insurances, mutual savings bank

B. Type-savings accounts, stocks, bonds, government securities, real estate, insurance, IRAs

4.18 Compare costs and benefits of the savings and investment alternatives

4.19 Identify circumstances which might require the purchase of insurance

4.20 Distinguish between private and public goods and services

4.21 Explain the purpose of taxes

4.22 Give examples of the taxes collected by all levels of government

4.23 Contrast the principles of ability-to-pay with the benefits received

4.24 Compare and contrast regressive, progressive and proportional forms of taxation

4.25 List the records one should keep and the procedure one should follow when calculating personal income tax

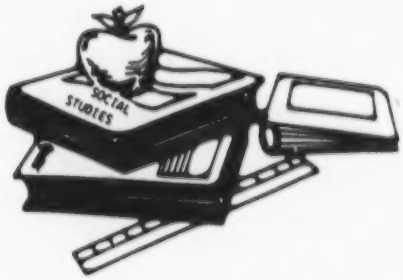
5. Consumer protection	5.1 Identify several private and public agencies which aid consumers by providing information or handling complaints
	5.2 Explain the difference between the private and public consumer protection agencies
	5.3 Explain the responsibilities of five agencies or organizations involved in protecting the consumer
	5.4 Trace procedures for solving consumer complaints
	5.5 Write a letter of complaint
	5.6 Distinguish between express and implied guarantees and warranties

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 9 - 12

UNITED STATES HISTORY, CIVICS, AND GOVERNMENT

The program will provide instruction in	The student will be expected to
1. Skills application	1.1 Locate, select and use reference materials from different sources to gather data
	1.2 Differentiate between primary and secondary sources
	1.3 Read and interpret maps, charts, diagrams, cartoons and timelines
	1.4 Compile, organize, analyze and interpret information from various sources
	1.5 Apply acquired problem-solving techniques to determine and evaluate what changes might occur in particular situations
	1.6 Identify steps to be used in solving problems relating to state, national and international concerns
	1.7 Use selected information to draw conclusions, offer solutions and/or make predictions
	1.8 Distinguish relevant from irrelevant information
2. Our heritage	2.1 Identify various ways in which the contributions of the early Americans helped to develop our nation
	2.2 Analyze social and economic patterns that developed in the American colonies



2.3 Give examples stating why people immigrated to America

2.4 Cite examples of contributions from peoples representing many nationalities and ethnic groups which helped our nation grow

2.5 Explain the melting pot theory as it relates to our pluralistic society

2.6 Give examples of how population patterns have changed as a result of industrialization and urbanization

2.7 Identify significant contributions of minorities to our nation

2.8 Identify significant people, events and trends that have made an impact on our developing nation

3. The role of American culture

3.1 Identify American ideals and values such as individualism, work ethic, religious tolerance and mobility

3.2 Identify and analyze changes in American values and attitudes based on colonial experiences, frontier influences, family roles, transportation and rural/urban migration

3.3 Cite examples of how science and technology have caused both positive and negative changes in American culture

3.4 List examples of how art, music and literature have affected American culture

3.5 Cite examples of ways in which our culture has changed as a result of discovery, invention, diffusion and education

4. Movement of people and expansion

4.1 Cite examples of factors that cause people to migrate from one location to another

4.2 Give examples of how mobility affected the historical development of the United States

4.3 Relate by example how the geography of the United States influenced the pattern of colonization, settlement and population growth

4.4 Cite examples of immigration, conflict and expansion as related to the westward movement

4.5 Define the terms imperialism, expansionism, nationalism and jingoism as related to Americans moving beyond the nation's boundaries

4.6 Describe the historical growth of the United States through purchase and annexation

5. U. S. and global relations

5.1 Cite examples of U. S. historical events and analyze their impact upon global affairs

5.2 Identify important international events and their impact on U. S. history

5.3 Cite examples of how historical relations between nations change

5.4 Identify three international conflicts in which the United States has been involved

5.5 Cite examples of the impact of science, technology and industrialization on the nations of the world

5.6 Explain the relationship between one's actions and beliefs and the subsequent effect on global affairs

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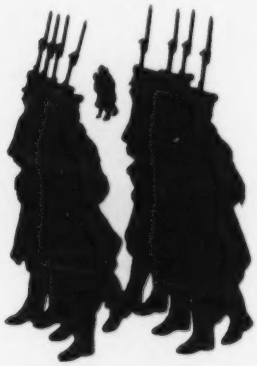
	5.7 Relate several examples where the United States is, or has been, involved in a leadership role in global situations
6. Conflict and change	6.1 Describe the historical concepts of conflict and change as related to incidents in our nation's growth
	6.2 Recognize conflict as a part of history and explain various means by which conflicts have been resolved
	6.3 Give examples of national and international conflicts in which the United States has been involved including changes these conflicts have brought about
7. Concern for the well-being and dignity of others	7.1 Treat those having different cultural perspectives with respect
	7.2 Make adjustments in one's life that are consistent with and best meets one's values and needs without infringing upon the rights of others
	7.3 Cite examples of how individuals are responsible for protecting the health and safety of others
	7.4 Identify examples of how a democracy tries to provide equal opportunities in education, housing, employment and recreation
	7.5 Cite reasons for a citizen's need to be loyal to country, friends and to other groups whose values they share
	7.6 Recognize the importance of one's dependability in school, at work and in social situations
8. The foundations of our government	8.1 Analyze the Declaration of Independence and give examples of

	the various issues that led to the American Revolution
	8.2 Compare and contrast the Articles of Confederation and the Constitution of the United States
	8.3 Describe the Bill of Rights in the Constitution as it applies to a United States citizen
	8.4 Summarize the main ideas of the U. S. Constitution as related in the Preamble
	8.5 Describe the major functions of the three branches of government
	8.6 Explain the functions of political parties in a democracy
	8.7 Trace the growth of the party system in the American political system
	8.8 Explain how the separation of powers influence decision-making
	8.9 State reasons for the durability of the U. S. Constitution
9. Justice and order	9.1 List the basic rights contained in the Bill of Rights
	9.2 Cite the effects of major Supreme Court rulings on U. S. citizens
10. Law and the rights and responsibilities of individuals	10.1 Explain the purposes of laws
	10.2 Identify one's specific constitutional rights as stated in the Bill of Rights
	10.3 Recognize that an individual's rights may conflict with those of another individual

10.4 Cite examples of how individual rights may be denied

10.5 Differentiate between civil and criminal justice systems

10.6 List some of the duties of participants in the courts such as jurors, judges and lawyers

10.7 Identify factors such as publicity and inadequate counsel which might affect the administration of justice

10.8 Recognize that our democratic system seeks to defend the rights and liberties of all people

10.9 Identify ways of changing ineffective, discriminatory, unfair and unjust laws

10.10 Recognize one's responsibilities in reference to one's rights

11. The principles of democracy

11.1 Define the concept of majority rule as it relates to the democratic system

11.2 Cite examples of the application of compromise in a democratic government

12. The functions and structure of governments

12.1 Define and apply the concepts of republic and federalism

12.2 Explain the term "separation of powers" as it applies to our governmental structure

12.3 Explain the purpose of limited powers in the Constitution

12.4 Explain the concept representative democracy

12.5 Explain the roles of various levels of government such as regulatory and civil service agencies

12.6 Compare the organization and functions of state and local government to the federal government

12.7 Cite several effects of special interest groups on government

12.8 Recognize that democracy depends on citizen involvement

12.9 Explain the structure and purposes of student government

13. Need for participation in democratic civic improvement

13.1 Recognize one's responsibility toward exhibiting civic behavior and conveying this concept to others

13.2 Cite examples of how one can work toward civic improvement

13.3 Give examples of how one can participate in local, state and national governmental processes

13.4 Apply democratic procedures in large and small group situations

13.5 Participate in simulated or student government voting processes

14. The important world, national and local civic problems

14.1 Identify common concerns of people around the world such as population growth, food shortages, disease, conflict and cultural differences

14.2 Recognize that political values vary from culture to culture

14.3 Identify several major local, state and national environmental problems and suggest possible solutions

14.4 Provide examples of causes and possible solutions of civic problems

15. Location: Position on the Earth's Surface	15.1 Locate places using a system of coordinates in an arbitrary grid system
	15.2 Describe locations in terms of relationships with other locations (relative location)
	15.3 Explain how location influences activities and processes that occur in different places
	15.4 Describe how physical and cultural attributes of one location interact with attributes of other locations
	15.5 Indicate the locations of major water bodies and land masses in the United States
	15.6 Discuss maps and globes as primary geographic tools
16. Place: Physical and Human Characteristics	16.1 Describe different places in the United States which are distinctive in terms of their physical and human characteristics
	16.2 Relate how human activities and culture create a variety of different and similar places
	16.3 Explain how intensive human activities can dramatically alter the physical characteristics of the United States
	16.4 Describe ways in which people define, build, and name places and develop a sense of place
	16.5 Understand how different groups in society may view places differently
	16.6 Give examples of how the significance and meaning of places changes over time

		16.7 Realize that places can be damaged, destroyed, or improved through human actions or natural processes
17.	Relationships with places: Humans and Environments	17.1 Describe several ways in which people in the United States inhabit, modify, and adapt culturally to different environments
		17.2 Give examples of ways people evaluate and use natural environments to extract needed resources, grow crops, and create settlements
		17.3 Give examples of how human alterations of physical environments have had positive and negative consequences
		17.4 Describe how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology
18.	Movement: Humans Interacting on the Earth	18.1 Explain why human activities require movement
		18.2 Describe ways in which people move themselves, their products, and their ideas around the United States and across the earth
		18.3 Explain that few places are self-sufficient and therefore extensive human networks of transportation and communication link places together
		18.4 Describe how change in transportation and communications technology influence the rates at which people, goods, and ideas move from place to place

19.	Regions: How They Form and Change	19.1 Understand that units are basic units of geographic study
		19.2 Explain how regions may be defined by cultural or physical features or by a combination of both
		19.3 Describe how the concept of regions relates local places in a system of interactions and connections

ECONOMICS

PSYCHOLOGY

SOCIOLOGY

WORLD HISTORY

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 9 - 12

ECONOMICS

The program will provide instruction in	The student will be expected to
1. The basic economic problem of scarcity of productive resources	1.1 Define the concept of scarcity and explain that scarcity of resources necessitates choice both at the personal and societal level
	1.2 Explain the reasons why decisions must be made concerning the question of what shall be produced, how, and for whom in an economic system
2. The three basic kinds of economic systems: traditional, command and free market	2.1 Explain how the three systems are organized for production
	2.2 Compare and contrast the economic goals of the three economic systems
	2.3 Give examples of a mixed system within any one economy
	2.4 Identify and explain the significance of the factors which contribute to economic growth
	2.5 Give examples of how wealth is unevenly distributed throughout the world and speculate as to the causes of the distribution
3. Competition and market structure	3.1 Describe the characteristics of the free market system
	3.2 Explain how the profit motive encourages people to produce goods and services
	3.3 Analyze and describe the relationship between profit motive and risk taking

	3.4 Explain how the pressure of consumer and producer competition helps regulate the prices, quality and variety of goods and services
	3.5 Explain the role of competition in the free market system and identify benefits to the consumer and producer
4. Markets, supply and demand	4.1 Define supply and demand
	4.2 Explain the laws of supply and demand
	4.3 Explain how price is determined by the interaction of supply and demand in the marketplace
	4.4 Construct demand and supply schedules
	4.5 Graphically depict supply and demand
	4.6 Define and give examples of elastic and inelastic goods and services
	4.7 List the advantages and disadvantages of the major types of business organization
	4.8 Discuss various alternatives for financing business activities
	4.9 Describe how the varying market structures affect competition in the marketplace
	4.10 Describe the role of labor unions in the production of goods and services
5. Role of money in the U. S. economic system	5.1 List and explain the three functions of money

	5.2 Explain the role financial institutions play in the economy
	5.3 Explain the relationship between interest rates and money demand and supply
6. Markets failure	6.1 Explain why some goods cannot be produced and sold profitably by private firms
	6.2 Define externalities and explain how negative externalities are overproduced and positive ones are underproduced
	6.3 Explain why natural monopolies exist and why they are controlled by government regulatory agencies
7. Unemployment and inflation	7.1 Define unemployment rate and explain its use as an economic indicator
	7.2 Explain how the consumer price index is used to measure price level changes and how these changes affect consumers
	7.3 Explain government policies designed to deal with types of unemployment and with inflation
8. Role of government	8.1 Recognize the government in a market economy has several clear economic roles to perform and these roles are limited
	8.2 Recognize there is often a great deal of controversy concerning how the government should fulfill a specific role
9. Business cycles, monetary and fiscal policy	9.1 Describe the concept and components of the business cycle
	9.2 Explain the purposes, characteristics and effects of taxation and fiscal policy

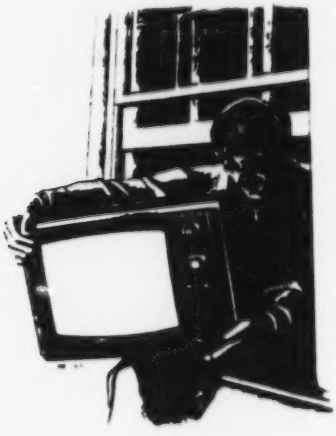
		9.3 Explain monetary policy and its effects on the economy in relation to managing the money supply
10.	International trade	10.1 Define and explain the characteristics and components of international trade
		10.2 Explain how tariffs, quotas and embargoes affect international trade
		10.3 Recognize that because of extensive world trading and specialization in the production of goods and services, a global economy has developed in which nations are increasingly interdependent
11.	Economic measurements	11.1 Explain how the Gross National Product is used as an indicator of the state of the economy
		11.2 Describe the components of the Gross National Product

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 9 - 12

PSYCHOLOGY

The program will provide instruction in:	The student will be expected to:
1. Psychological methodology	1.1 Read and identify different points of view concerning psychological theory and/or decisions
	1.2 Evaluate various sources of information necessary to form an opinion or course of action in solving a psychological problem
	1.3 Analyze biases which relate to psychological issues in society
	1.4 Use the scientific method in analyzing social issues
	1.5 Demonstrate the ability to participate in a variety of group roles and situations
2. Psychological theories	2.1 Define psychology and relate it to the other social sciences
	2.2 Identify the major psychological theories and theorists
	2.3 Compare the following theories: psychoanalytic, social learning, humanistic
	2.4 Identify psychological principles of heredity and environment
	2.5 Describe patterns of behavioral, emotional and cognitive development
	2.6 Analyze the process of sleeping and dreaming and describe their effects on human behavior

3. Psychological measurement of behavior, personality and intelligence	3.1 Define intelligence and describe how it is measured by psychologists
	3.2 Describe the major tests of intelligence; list the specific abilities they measure and how they might discriminate against disadvantaged groups
	3.3 Describe the major instruments used to measure personality
	3.4 Conduct and interpret simple, nonthreatening psychological experiments
4. Abnormal psychology and social issues	4.1 Itemize various types of abnormal behavior
	4.2 Examine the use of various methods of therapy
	4.3 Discuss the causes, problems and treatment of alcoholism, drug addiction and other forms of addiction such as overeating and smoking
	4.4 Discuss the major psychological problems associated with such problems as: aging, death and dying, physical handicaps, crime and violence, rape, murder, wife and child abuse, etc.
5. Psychological principles of learning	5.1 Discuss various definitions of learning
	5.2 Discuss various types of learning or conditioning
	5.3 Analyze how prejudice develops and how it can be reduced

5.4 Evaluate some basic child rearing practices and their subsequent effects on the development of personality

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 9 - 12

SOCIOLOGY

The program will provide instruction in	The student will be expected to
1. Methods of sociology	1.1 Conduct a sociological survey
	1.2 Use the scientific method to conduct a sociological experiment.
	1.3 Explain the purpose of the participant observation research model
	1.4 Explain the use of sociograms and sociometry as research methodologies
2. Social institutions	2.1 Identify and explain the five major social institutions of society
	2.2 Explain why the family structure has such an important influence on the family members
	2.3 Give examples of primary and secondary groups in our society
	2.4 Explain the role that political, economic and religious institutions play in our society
	2.5 Evaluate how social change has affected science and technology
	2.6 Identify how social movements have developed and been affected by social change
3. Societal issues	3.1 Compare the social problem of poverty in the United States with other countries in the world and develop possible solutions

	3.2 Discuss the common problems of aging and describe possible ways of providing for the aged
	3.3 Describe approaches for reducing crime
	3.4 Formulate hypotheses which explain why family problems such as divorce, teenage pregnancy, family violence and marriage alternatives, have become more common in the last 20 years
	3.5 Analyze the problem of prejudice and suggest ways of decreasing it in the United States
	3.6 Identify methods of helping those who abuse alcohol and drugs and develop individual responsibility in preventing self-abuse of alcohol and drugs
	3.7 Describe the social problems that minorities and women face in contemporary America
4. Concepts of sociology	4.1 Define sociology and describe the kinds of problems sociologists attempt to analyze
	4.2 Explain sociological terms including: sanctions, roles, socialization, stratification, culture, role conflict, ethnocentrism, collective behavior and social class, etc.
	4.3 Distinguish between ascribed and achieved status
	4.4 Identify cultural norms and mores
	4.5 Define culture and compare the major cultural ingredients of different societies

SOCIAL STUDIES CURRICULUM STANDARDS

Grades 9 - 12

WORLD HISTORY

The program will provide instruction in	The student will be expected to
1. Ancient world cultures and civilizations	1.1 Identify the time periods and/or topical subject headings into which ancient world history is often divided a. Prehistoric c. Classical b. Early d. Medieval
	1.2 Identify means by which civilizations transmit their culture from one generation to the next
	1.3 Relate how the achievements of past civilizations have contributed to contemporary societies
	1.4 Analyze current world situations in terms of their historic backgrounds and discuss projections for the future
	1.5 Evaluate the contributions made to the contemporary world by outstanding historical individuals
2. Characteristics of ancient and modern world civilizations	2.1 Describe how values and traditions are manifested in a civilization
	2.2 Describe the origins and beliefs of the varied world religions including: Confucianism, Christianity, Buddhism, Islam, Hinduism and Judaism
	2.3 Exhibit respect for the dignity and worth of all people

	2.4 Explain how societies change because of evolving needs and values
3. Modern world cultures and civilizations	3.1 Describe how modern civilizations differ from ancient civilizations
	3.2 Outline the time periods and/or topical subject headings into which modern world history is often divided: a. Renaissance b. Reformation c. Revolution d. Colonialism e. Nationalism f. Industrialism g. Imperialism h. World conflict i. Contemporary
	3.3 Identify means by which civilizations transmit their culture from one generation to the next
	3.4 Relate how the political, technological and cultural contributions of past civilizations have contributed to contemporary societies
	3.5 Analyze current world situations in terms of their historic backgrounds and discuss projections for the future
	3.6 Evaluate the contributions made by noted individuals to the present-day world
4. Global conflict	4.1 Analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, and value differences
	4.2 Evaluate the various ways people resolve conflict
	4.3 Explain, with examples of alternative choices, what happens

	when an economic resource becomes unavailable
	4.4 Describe the development, effectiveness and limitations of cooperative world organizations
5. Economic resources and technology	5.1 Distinguish between a developed and an underdeveloped nation
	5.2 Locate the major economic resources of the world
	5.3 Explain how nations of the world become interdependent because of world trade
	5.4 Describe how the use of technology and resources influences the way people adapt to their environment and determines their productivity
	5.5 List the major problems in sharing the resources of the world
	5.6 Illustrate through examples how a country moves from being an underdeveloped nation to a developed nation
6. Geographic concepts	6.1 Identify the major map projections and explain the distortions as well as the advantages and disadvantages of each kind
	6.2 Make and read different types of maps
	6.3 Locate the primary physical features and countries of the world on various maps or globes
	6.4 Locate countries in different world regions

	6.5 List common cultural characteristics of people living in different geographic regions
	6.6 Analyze how political, economic and social conflicts have affected selected countries of the world
7. People and their environment	7.1 Discuss the components of location, climate and landforms and describe how each of the three affects the way people live
	7.2 Explain and evaluate the role geography plays in contributing to cultural and regional differences between various groups of people
	7.3 Explain how people attempt to control their environment to satisfy their needs
8. Cultural geography	8.1 Describe culture
	8.2 Identify beliefs, values, skills and traditions as an integral part of a group
	8.3 Identify the cultural contributions that have been made by various ethnic groups
	8.4 List the changing needs and values of groups that are the result of cultural, political, economic, technological and environmental changes
	8.5 Describe and analyze the roles of women and men in various ethnic and cultural groups
	8.6 Determine the geographical factors which cause populations to increase and decline in growth

Chart 3. Essential Skills for Social Studies

Suggested strength of instructional effort:

- ▬ Minimum or none
- ▬ Some
- ▬ Major
- ▬ Intense

I. Skills Related to Acquiring Information

A. Reading Skills

K–3 4–6 7–9 10–12

1. Comprehension

- Read to get literal meaning
- Use chapter and section headings, topic sentences, and summary sentences to select main ideas
- Differentiate main and subordinate ideas
- Select passages that are pertinent to the topic studied
- Interpret what is read by drawing inferences
- Detect cause and effect relationships
- Distinguish between the fact and opinion; recognize propaganda
- Recognize author bias
- Use picture clues and picture captions to aid comprehension
- Use literature to enrich meaning
- Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
- Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals

2. Vocabulary

- Use usual word attack skills: sight recognition, phonetic analysis, structural analysis
- Use context clues to gain meaning
- Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary, text, word lists
- Recognize and understand an increasing number of social studies terms

3. Rate of Reading

- Adjust speed of reading to suit purpose
- Adjust rate of reading to difficulty of the material

B. Study Skills

1. Find Information

- Use various parts of a book (index, table of contents, etc.)
- Use key words, letters on volumes, index, and cross references to find information
- Evaluate sources of information—print, visual, electronic
- Use appropriate source of information
- Use the community as a resource

2. Arrange Information in Usable Forms

- Make outline of topic
- Prepare summaries
- Make timelines
- Take notes
- Keep records
- Use italics, marginal notes, and footnotes
- Listen for information
- Follow directions
- Write reports and research papers
- Prepare a bibliography

C. Reference and Information-Search Skills

1. The Library

- Use card catalog to locate books
- Use *Readers' Guide to Periodical Literature* and other indexes
- Use COMCATS (Computer Catalog Service)
- Use public library telephone information service

2. Special References

- Almanacs
- Encyclopedias
- Dictionary
- Indexes
- Government publications
- Microfiche
- Periodicals
- News sources: newspapers, news magazines, TV, radio, videotapes, artifacts

3. Maps, Globes, Graphics

Use map- and globe-reading skills

- Orient a map and note directions
- Locate places on map and globe
- Use scale and compute distances
- Interpret map symbols and visualize what they mean
- Compare maps and make inferences
- Express relative location
- Interpret graphs
- Detect bias in visual material
- Interpret social and political messages of cartoons
- Interpret history through artifacts

4. Community Resources

- Use sources of information in the community
- Conduct interviews of individuals in the community
- Use community newspapers

D. Technical Skills Unique to Electronic Devices

1. Computer

- Operate a computer using prepared instructional or reference programs
- Operate a computer to enter and retrieve information gathered from a variety of sources

2. Telephone and Television Information Networks

- Ability to access information through networks

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II. Skills Related to Organizing and Using Information

A. Thinking Skills

1. Classify Information

- Identify relevant factual material
- Sense relationship between items of factual information
- Group data in categories according to appropriate criteria
- Place in proper sequence:
  (1) order of occurrence
  (2) order of importance
- Place data in tabular form: charts, graphs, illustrations

2. Interpret Information

- State relationships between categories of information
- Note cause and effect relationships
- Draw inferences from factual material
- Predict likely outcomes based on factual information
- Recognize the value dimension of interpreting factual material
- Recognize instances in which more than one interpretation of factual material is valid

3. Analyze Information

- Form a simple organization of key ideas related to a topic
- Separate a topic into major components according to appropriate criteria
- Examine critically relationships between and among elements of a topic
- Detect bias in data presented in various forms: graphics, tabular, visual, print
- Compare and contrast credibility of differing accounts of the same event

4. Summarize Information

- Extract significant ideas from supporting, illustrative details
- Combine critical concepts into a statement of conclusions based on information
- Restate major ideas of a complex topic in concise form
- Form opinion based on critical examination of relevant information
- State hypotheses for further study

5. Synthesize Information

- Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information
- Reinterpret events in terms of what *might* have happened, and show the likely effects on subsequent events
- Present visually (chart, graph, diagram, model, etc.) information extracted from print
- Prepare a research paper that requires a creative solution to a problem
- Communicate orally and in writing

6. Evaluate Information

- Determine whether or not the information is pertinent to the topic
- Estimate the adequacy of the information
- Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency

B. Decision-Making Skills

- Identify a situation in which a decision is required
- Secure needed factual information relevant to making the decision
- Recognize the values implicit in the situation and the issues that flow from them
- Identify alternative courses of action and predict likely consequences of each
- Make decision based on the data obtained
- Take action to implement the decision

C. Metacognitive Skills

- Select an appropriate strategy to solve a problem
- Self-monitor one's thinking process

III. Skills Related to Interpersonal Relationships and Social Participation

A. Personal Skills

- Express personal convictions
- Communicate own beliefs, feelings, and convictions
- Adjust own behavior to fit the dynamics of various groups and situations
- Recognize the mutual relationship between human beings in satisfying one another's needs

B. Group Interaction Skills

- Contribute to the development of a supportive climate in groups
- Participate in making rules and guidelines for group life
- Serve as a leader or follower
- Assist in setting goals for the group
- Participate in delegating duties, organizing, planning, making decisions, and taking action in a group setting
- Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences

C. Social and Political Participation Skills

- Keep informed on issues that affect society
- Identify situations in which social action is required
- Work individually or with others to decide on an appropriate course of action
- Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
- Accept and fulfill social responsibilities associated with citizenship in a free society